GateWay Early College High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

108 North 40th Street, Phoenix, AZ 85034
Maricopa County Community College District Governing Board on behalf of GateWay

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

High School Achievement Profile [a]

Year	Status
2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress [b]

Year	Status
2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status [b]

Year	Status
2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator :	Ms. Yvonne Watterson MAEd
Schedule :	07:30 AM to 05:00 PM
Grades :	9-12
2005 Enrollment :	235
Web Address :	highschool.gatewaycc.edu/
Phone Number :	(602) 286-8759
Fax Number :	(602) 286-8752
E-mail :	yvonne.watterson@gwmail.maricopa.edu

Mission

Located on the campus of GateWay Community College, GateWay Early College High School is a visible symbol to the community of dual accountability for student outcomes and academic success. In collaboration with GateWay Community College, it is the mission of Early College to provide students an opportunity to earn a High School Diploma and to pursue an Associate's Degree, enough college credits to enter a 4-year university as a Junior, or a Certificate of Completion in an occupational area.

School / Academic Goals

Ü Build literacy in the content areas through the use of graphic organizers, interactive note-taking, questioning techniques, individual and group activities, essay organization, and discussion groups.

Ü Form vertical teams comprised of high school and college personnel to collaboratively build articulated 5 year academic plans for all Early College students.

Ü Refine school wide advisory program, 'Check & Connect,' to improve attendance rate. This weekly advisory serves as a support network for students as they navigate their way through high school and college.

Ü Increase student achievement in Mathematics and Reading by implementing a weekly Strategies for Success class, a component of the research-based AVID program. Provide group,individual, and peer tutoring on Fridays in the Center for Academic Success.

Enrollment

October 1, 2004 School Year Student Enrollment : 174

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 159

GateWay Early College High School

Instructional Programs

- Ü Concurrent Enrollment with College
- Ü Gen. Ed. & University Transfer Courses
- Ü Center for Academic Success - Tutoring
- Ü Personal & Career Development Courses
- Ü SEI & ELL Programs
- Ü Tech Prep Hydrology
- Ü Tech Prep Web Design
- Ü Tech Prep Practical Nursing

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/18/2006

Shared Responsibilities

School

Establish standards of academic and behavioral excellence; report student achievement through student-led conferences, phone calls, written reports, achievement test results; provide resources to suppport parents in helping their students achieve academic success both in high school and college; provide services to students in need of further assistance; provide mentoring and service learning opportunities; provide volunteering opportunities.

Parents

GWECHS parents communicate the importance of education to their children; support GWECHS by participating in student-led conferences; ensure student attendance; communicate any special concerns. Early College Alliance of Parents provides a forum for the discussion of common educational concerns and ideas; serves as a network for interaction among parents/community members, Early College and college; secures for all students the best advantages in academic, vocational,and social education.

Transportation Policy

GWECHS provides Valley Metro bus tickets for students who ride the bus to attend school. As representatives of GWECHS and GateWay Community College, students are epxected to act appropriately at all times while riding Valley Metro busses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Anytown scholarships awarded to 3 students	2005
Ü ASU Presidential Scholarship	2004
Ü Four students received GWCC Scholarships	2005
Ü Recognized by AZ Commission on Postsecondary Ed.	2004

GateWay Early College High School

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	69846	100	100	100	694	694	699	27	27	21	20	20	11	40	40	49	13	13	18
All Students (Prior Year)	20	20	65934	74	74	100	452	452	492	89	89	43	11	11	18	0	0	24	0	0	15
Female	12	12	34328	100	100	99	687	687	702	11	11	19	33	33	12	56	56	51	0	0	18
Male	10	10	35509	100	100	100	704	704	696	50	50	23	0	0	11	17	17	48	33	33	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	11	11	23363	100	100	100	697	697	680	22	22	32	22	22	16	44	44	45	11	11	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	20	20	62220	100	100	99	702	702	712	15	15	16	23	23	11	46	46	53	15	15	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	14	14	21421	100	100	92	678	678	686	30	30	35	20	20	15	50	50	43	0	0	7
Non-Economically Disadvantaged	NC	NC	48489	NC	NC	100	NC	NC	704	NC	NC	15	NC	NC	10	NC	NC	52	NC	NC	23

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	71311	100	100	100	686	686	694	19	19	7	6	6	21	75	75	63	0	0	9
All Students (Prior Year)	21	21	68162	70	70	100	486	486	509	33	33	18	38	38	24	29	29	51	0	0	8
Female	12	12	34899	100	100	100	695	695	700	0	0	5	10	10	19	90	90	66	0	0	10
Male	11	11	36430	100	100	100	672	672	688	50	50	9	0	0	22	50	50	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	11	11	24056	100	100	100	680	680	672	22	22	13	0	0	31	78	78	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	20	20	63379	100	100	100	696	696	707	14	14	5	0	0	18	86	86	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	13	13	22243	93	93	93	673	673	677	20	20	14	10	10	32	70	70	51	0	0	3
Non-Economically Disadvantaged	10	10	49157	100	100	100	709	709	702	17	17	4	0	0	16	83	83	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	70868	100	100	100	673	673	688	13	13	5	38	38	23	38	38	63	13	13	9
All Students (Prior Year)	23	23	67629	77	77	100	480	480	524	30	30	22	30	30	16	39	39	59	0	0	3
Female	12	12	34710	100	100	99	672	672	697	10	10	3	40	40	19	50	50	66	0	0	12
Male	10	10	36176	100	100	100	676	676	678	17	17	7	33	33	27	17	17	59	33	33	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	12	12	23868	100	100	100	684	684	670	11	11	9	22	22	33	44	44	55	22	22	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	19	19	63054	95	95	99	682	682	701	7	7	3	36	36	20	43	43	67	14	14	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	13	13	21994	93	93	92	642	642	673	20	20	10	50	50	36	30	30	52	0	0	3
Non-Economically Disadvantaged	NC	NC	48960	NC	NC	100	NC	NC	694	NC	NC	3	NC	NC	18	NC	NC	67	NC	NC	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

GateWay Early College High School

10th Grade Proficiency

	Mathematics			Reading			Writing		
02-03	NC			NC			50		
03-04		0			29			39	
04-05			53			75			51

Mathematics   **Reading**   **Writing**
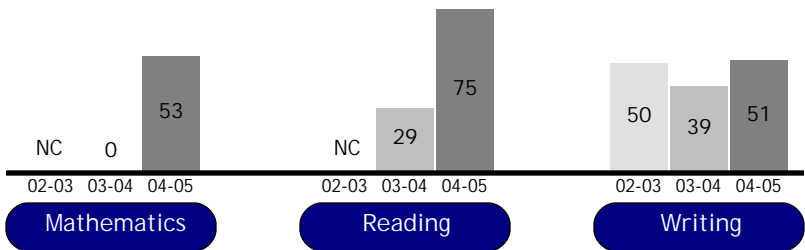
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

GateWay Early College High School

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

 The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	--	--	--	42	100	39	39	51
	Language	--	--	--	42	--	--	--	42	100	40	40	50
	Mathematics	--	--	--	60	--	--	--	63	100	35	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

GateWay Early College High School

School Site Council

Council Composition	Council Duties
2 School Administrator(s)	Ü College Partnerships
2 Non-certified Employee(s)	Ü Parent & Community Relations
2 Teacher(s)	Ü Corporate/Civic Outreach
2 Parent(s)	Ü Professional Development
1 Community Member(s)	Ü Innovation in Curriculum & Assessment
2 Student(s)	Ü Recruitment and Retention of Students

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	11.50
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	4	0	0
4 to 6 years	1	3	0	0
7 to 9 years	0	3	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	42
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Access to Community College Resources	Ü Community College Library
Ü Networked Classrooms	Ü Bookstore

Extracurricular Activities

Ü Service Learning	Ü Peer Leadership
Ü Yearbook	Ü Girls for a Change
Ü Art	Ü Paleontology Club
Ü Peer Mediation	Ü GWCC Student Organizations

Social Services

Ü Individual Counseling	Ü Career Services
Ü Developmental Group Counseling	Ü School Wide Advisory program
Ü Peer Support Advisory Program	Ü GWCC Financial Aid
Ü GWCC Community Service Programs	Ü GWCC Child Care

GateWay Early College High School

School Achievements/Accomplishments 2004-05

Ü Collaborated with ASU Mars Student Imaging Project sponsored by NASA & the ASU Mars Space Flight Facility. 9th graders worked with the THEMIS(thermal emission system camera)team to take an image of Mars using camera the Mars Odyssey Spacecraft.

Ü Community Service Club collaborated with: 1)the Home Depot to teach young children about water safety. 2)GateWay Elementary School to offer a Reading Buddy Program and on National Youth Service Day, created a Learning Fair for 100 2nd graders.

Ü Designed and developed a school-wide advisory program that improved attendance by 25%.

Ü Professional Development Team participated in four trainings with the AZ Professional Development Leadership Academy as part of a 3-yr academy of learning about Professional Development standards, models, data analysis, and effective evaluation.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	82	95	94	95
Transfers Out Rate[5]	42	12	12	17
Transfers In Rate[6]	111	28	28	37
Stability Rate [7]	58	87	87	82
Promotion Rate [8]	61	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	21	0	1	6
Status Unknown [11]	20	0	1	4
Graduation Rate [12]	43	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

GateWay Early College High School

School Safety
School-level Efforts to Ensure a Safe and Healthy Learning Environment

College Safety monitors campus activity 24/7 via foot and vehicle patrols, as well as strategically placed cameras. School-wide Emergency/Crisis Intervention Plan is also in place.

The school's affective component is designed to support students in making healthy lifestyle choices. Early College's guidance based curricula is delivered via individual counseling, developmental group counseling, and a school wide peer support/advisory program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts		
	Name	**Phone Number**
School Site Council	Yvonne Watterson	(602) 286-8759
Transportation Policy	Nora Laflin	(602) 286-8759
Community Resources	Greg Wingo, Student Success Liaison	(602) 286-8755
School Nutrition Programs	Lisa Smith	(602) 286-8762
Parent Organization	Rita Anita Linger, Director of Diversity and Community Engagement	(602) 286-8770
Student Health/Nurse	Community Wellness Programs of Arizona	(480) 325-9459

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

<div style="background:red;color:white;text-align:center">ACHIEVEMENT PROFILES</div>

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

<div style="background:red;color:white;text-align:center">TITLE I TERMS</div>

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

GateWay Early College High School

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at http://www.ade.az.gov/researchpolicy/DropoutInfo/

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.